R4800-2A

GUNS IN SCHOOL

In response to a climate of violence in communities surrounding many inner-city schools, the Detroit school board has voted to install permanent metal detectors at the main entrances to most high schools to deter students from carrying weapons into the schools.

See Page 4.

POWER IN STATES

States will continue to be the centers of action and leadership in the education-reform movement in the 1990's, as the federal government feels the constraints of "deficits, demography, and defense," but the focus will shift to higher education, says the Council of State Governments.

See Page 5.

TEACHER IN ORBIT

The first American teacher scheduled to go into outer space, Sharon Christa McAuliffe, has planned two science lessons that will be broadcast live from the space shuttle, via satellite, to cable and public-television viewers across the nation.

See Page 6.

EDUCATION WEEK

American Education's Newspaper of Record Volume V, Number 15 · December 11, 1985

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Legality of Union's Agency-Shop Fees Weighed by Court

By Tom Mirga

WASHINGTON—Members of the U.S. Supreme Court last week questioned whether a Chicago teachers' union would be unjustly harmed if it were required to modify its procedures for collecting fees in lieu of dues from nonunion teachers.

A majority of the Justices repeatedly asked the two lawyers arguing *Chicago Teachers Union* v. *Hudson* (Case No. 84-1503) whether they thought the union's rights would be violated if it had to submit evidence supporting the way it calculated the fee to a judge or some other independent ruling authority before it demanded payment from nonmembers.

See related story, page 9.

The Court's ruling in the case, which is expected to be handed down by late spring, could affect union finances by forcing changes in similar "agency-fee" contract provisions in the 17 states with laws that either permit or require such arrange-

Continued on Page 14

KEN WILLIAMS/CONCORD MONITOR

Lou Cartier Jr., a Concord (N.H.) High School dropout who held two students hostage at gunpoint in a school hallway last week, is wheeled into ambulance after being fatally wounded by police. Story on page 4.

House Approves Higher-Education Reauthorization

New Programs Would Aid Teachers and Minorities

By J. R. Sirkin

WASHINGTON—The Democratic-controlled House last week approved a five-year extension of federal programs that provide more than $9 billion annually to college students and higher-education institutions.

In reauthorizing the Higher Education Act of 1965, the House, by a vote of 350 to 67, renewed many programs targeted for elimination by the Reagan Administration, and created several new ones. The White House immediately issued a statement opposing the measure.

The bill, HR 3700, provides $111.5 million for numerous teacher-education programs, including new partnerships between schools and colleges to reduce the dropout rate, demonstration programs for midcareer professionals in fields other than education who want to teach, and pilot internship programs for beginning teachers.

It would also resume federal funding of teacher-development centers, which was eliminated by a 1981 budget-reconciliation measure, and would allow college students who become teachers to defer payments on their student loans for three years.

Still in doubt, however, is whether the Senate legislation, which remains in committee, will contain similar provisions, and whether the Congress will ultimately allocate money for them. Many of the existing teacher-education programs, in particular, have not been funded for years.

$10.6 Billion Authorized

Overall, the House bill authorizes $10.6-billion in fiscal 1987 for programs covered by the act, some $1.3 billion less than current authorization levels. But since the Congress has traditionally spent less than the authorized levels, the bill generally brings spending ceilings more in line with appropriations, rather than reducing spending.

The Congress appropriated $9.3 billion for the higher-education programs this year.

Among the bill's many provisions are measures that tighten the eligibility requirements for student grants and loans but increase the amounts that individual students can receive. Some 90 percent of the funds authorized by the Congress for higher

Continued on Page 10

U.S. Seeks 'Preferred' Status for Military Recruiters in Schools

By Blake Rodman

In an unprecedented move, the U.S. Justice Department is arguing in an "equal access" suit against the Atlanta public schools that military recruiters should have "preferred access" to the schools for "compelling" reasons of national defense.

Both Justice Department officials and lawyers familiar with the suit—brought last year by peace activists who contend they are illegally denied access to the schools to counter military recruiting—say the department has never before intervened in a school suit of this type or made a national-security argument for the military's right to access to the public schools.

Federal lawyers, the peace activists, and school-system lawyers have requested that the federal judge in the case rule on its merits without a trial. His summary judgment is expected in the next few weeks.

The case dates from last year, when 10 peace activists and the Atlanta Peace Alliance filed suit in U.S. District Court challenging the Atlanta Board of Education's policy of allowing U.S. Navy, Army, Air Force, and Marine recruiters into the city's 22 high schools, but not peace advocates.

The activists assert that the policy denies high-school students access to information regarding the "reality of military life" and "alternatives to military service and the draft" in violation of the First Amendment.

In addition, they contend that the policy violates their First Amendment rights to freedom of speech and their 14th Amendment rights to equal protection under the law.

Last March, the Justice Department, "in order to protect [the federal government's] interest in preserving access to the public schools for military recruitment," sought, and was granted, permission by the court to intervene in the case on the side of Atlanta school officials.

In papers filed with the court, the depart-

Continued on Page 15

Cuomo: A Job 'Guarantee' for Graduates

By Alina Tugend

In an effort to combat New York's high dropout rate, Gov. Mario M. Cuomo plans to initiate an ambitious project to "guarantee" a private-sector job for every New York high-school graduate who wants one, beginning next year, according to the Governor's education aide.

The plan, which is expected to be outlined in the Governor's state-of-the-state message next month, will "say to each graduate, 'There will be a job for you at the time you graduate,' " said the aide, Cornelius Foley.

The proposal is aimed at lowering the current statewide dropout rate of 25 percent. In New York City, the nation's largest school district, the rate is 40 percent.

Although other states—among them Delaware, Massachusetts, Ohio, and Tennessee—have initiated strong efforts to link schools and private-sector employers, ex-

Continued on Page 12

IN SUMMARY

An Appeal in Denver
Reaffirming its opposition to additional busing or mandatory student reassignment, the Denver Board of Education has decided to appeal a judge's refusal to declare city schools integrated. **Story on Page 5.**

Teaching About AIDS
Classroom instruction on acquired immune deficiency syndrome will be provided for high-school students in New York City and students at a Chicago elementary school. **Story on Page 8.**

Untangling Cause and Effect
Researchers at The Johns Hopkins University have received a major grant to continue a child-development study focusing on the relationship of home and school. **Story on Page 8.**

A Case With Antebellum Origins
The U.S. Supreme Court has agreed to hear a complex case, brought by 23 Mississippi counties, that centers on equitable distribution of resources for education. **Story on Page 9.**

A Challenge to Chapter 2
A group championing the separation of church and state has filed a suit challenging the constitutionality of distributing Chapter 2 block-grant funds to religious schools. **Story on Page 9.**

Continuing the Summit Dialogue
On a visit to a Maryland high school, President Reagan encouraged students to participate in people-to-people exchanges with their peers in the Soviet Union. **Story on Page 9.**

New Support for Vouchers
Officials of the U.S. Catholic Conference are expected to reverse their previous position and recommend that the organization endorse the Administration's voucher plan for Chapter 1 aid. **Story on Page 9.**

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EDUCATION WEEK (ISSN 0277-4232) is published 42 times per year (weekly except for the first week in January, the last week in March, the last week in June, the month of July, the first two weeks in August, and the last week in December) by Editorial Projects in Education, Incorporated. Editorial and advertising sales offices are located at 1255 23rd Street, N.W., Suite 775, Washington, D.C. 20037 (202) 466-5190. Subscriptions: U.S.: $39.94 for 42 issues. Canada: $62.94 for 42 issues. Foreign: $104.94 (airmail) and $72.94 (surface mail) for 42 issues. Second-class postage paid at Washington, D.C., and at additional mailing offices. **POSTMASTER:** Send address changes to EDUCATION WEEK, P.O. Box 1939, Marion, Ohio 43305. Volume V, Issue 15.

Main Editorial and Business Offices
Suite 775, 1255 23rd Street, N.W.
Washington, D.C. 20037
(202) 466-5190

For New Subscriptions, Subscription Problems, and Changes of Address Write to:
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Display Advertising Only

Grants to help establish *Education Week* have been made by the following philanthropic foundations: Atlantic Richfield Foundation, Mary Reynolds Babcock Foundation, Carnegie Corporation of New York, Cleveland Foundation, Denver Foundation, Geraldine R. Dodge Foundation, E. I. du Pont de Nemours & Co., Exxon Education Foundation, Faye McBeath Foundation, Frost Foundation, George Gund Foundation, Hartford Foundation for Public Giving, William and Flora Hewlett Foundation, Kettering Family Fund, Ittleson Foundation, Esther A. and Joseph Klingenstein Fund, Lilly Endowment, William Penn Foundation, Permanent Charities Fund of Boston, Sid W. Richardson Foundation, Rhode Island Foundation, Rockefeller Foundation, San Francisco Foundation, Shell Companies Foundation, Standard Oil of Ohio, Tinker Foundation.

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One year (42 issues) ... $39.94. Two years: $69.00. Three years: $99.00. In Canada ... $62.94 per year. Outside the U.S. and Canada ... $72.94 per year for surface mail and $104.94 per year for airmail. Send subscription correspondence to: Education Week, P.O. Box 1939, Marion, Ohio 43305.

Back issues are available at $2.00 each (first class postage pre-paid). Send order to: Back Issues, Education Week, Suite 775, 1255 23rd Street, N.W., Washington, D.C. 20037.

THE WEEK

FEDERAL

Bennett Urges Assessments in Higher Education

Secretary of Education William J. Bennett last week called on colleges and universities to establish methods to assess their own performance and to evaluate student achievement in virtually all disciplines.

Mr. Bennett, who has advocated increased accountability in higher education since assuming office in February, suggested that such tests would also help institutions sharpen their goals. The current emphasis on testing in elementary and secondary education, which Mr. Bennett has also supported, has these same objectives.

The Secretary's statement came in a Dec. 2 speech in New Orleans to the Southern Association of Colleges and Universities.

Responding to concerns that widespread testing would harm education by leading instructors to "teach to the test," Mr. Bennett said, "The institution must set goals, it must articulate a vision, it must delineate standards. And then it is quite all right to teach to those goals and standards. When a college or university does that, it does nothing shameful."

Budget Director Sets 1987 Target For Debt Reduction

James C. Miller 3rd, director of the Office of Management and Budget, said last week that he would prepare a fiscal 1987 budget for the federal government with a deficit of no more than $144 billion—about $60 billion less than the current total.

That figure equals the deficit target required by the controversial budget-balancing legislation, the Gramm-Rudman-Hollings amendment, now pending in the Congress.

Administration budget analysts and education lobbyists said it is unclear whether, or how much, elementary- and secondary-education budgets would be cut to meet this deficit goal.

The Education Department has reportedly drafted a $16.6-billion budget for the 1987 fiscal year—which begins next Oct. 1—without significant cuts in precollegiate-aid programs. The Congress is likely to approve an $18.4-billion budget for the department this year.

At a meeting sponsored by the American Enterprise Institute, a conservative policy and research group, Mr. Miller said he expected the 1987 budget to come in "at a $144-billion deficit maximum, whether we have Gramm-Rudman-Hollings or not."

The O.M.B. is now reviewing agencies' 1987 budget submissions before sending the entire federal spending plan to the President for final approval early next year.

NATIONAL

National Board Will Assess Education In Mathematics

The National Research Council, the operating arm of the National Academy of Sciences and the National Academy of Engineering, has created a new board on mathematics education to assess and strengthen math instruction in the nation's schools.

The board was formed, according to the council, in response to numerous national studies noting declining scores on standardized math tests, decreased high-school graduation requirements in math, and severe shortages of qualified math teachers in some states.

A principal goal of the board will be to identify the math skills needed by students "preparing to work at all levels of an information-intensive, high-technology society," according to the council.

The board—chaired by Shirley A. Hill, professor of mathematics and education at the University of Missouri-Kansas City—will produce research studies, hold national and regional symposia, and sponsor teacher-assistance programs and related activities. It will also work with business, industry, and federal, state, and local agencies to improve math instruction.

Teachers Blame Permissive Parents For Education's Ills

A majority of teachers surveyed in a new poll attribute many of the problems afflicting the nation's public schools to parents who are too permissive and not sufficiently involved in their children's education.

Eighty-seven percent of the 1,172 elementary- and secondary-school teachers responding to the survey, conducted for *Parade Magazine* by Mark Clements Research Inc. and published in the magazine this month, said they felt parents are too permissive.

When asked what would help them do a better job, teachers most frequently cited better student attitudes toward learning. The second most frequently cited factor was more parental involvement at home.

The teachers polled said they often find that parents are "not at home" to discuss their children's school-related problems and do not create a home environment conducive to learning.

Just over half said the recent spate of state-level education reforms has not improved the education that students receive. And 20 percent said increased standards have actually led to higher dropout rates.

The biggest problem students pose for teachers, according to the poll, is apathy.

STATES

Illinois School Boards Vote To Oppose Consolidation Efforts

The Illinois Association of School Boards, which represents 900 local boards, has voted to oppose future attempts by the legislature, the governor, or the state board of education to require school districts to reorganize or consolidate.

Citing research that links student achievement to high-school size, Ted Sanders, state superintendent of schools, has called for both types of change.

The resolution approved by the association opposes reorganization or consolidation plans based on enrollment, geographical location, district size, or organization patterns. The resolution notes, however, that the group favors such efforts if they are designed to improve instruction.

Bill Would Bar Students Convicted Of Violent Crimes

Two South Carolina lawmakers have introduced a bill to permanently bar from public or private school juveniles who have been convicted of murder or sexual assault.

Senator John Courson said he and Representative Joyce Hearn proposed the measure in response to the rape this fall of a Columbia, S.C., high-school student by a classmate who previously had been convicted on similar charges.

The bill would require students under age 21 who were convicted of murder, sexual assault, or attempted first-degree sexual assault to be educated by the state department of youth services. Juvenile offenders who had been released from corrections facilities could attend department programs daily or could be tutored at home, Senator Courson said.

About 40 to 50 students enter the state's juvenile-justice system each

1986 Education Budget Goes to Reagan

The Congress last week cleared for President Reagan's signature a bill appropriating nearly $18.5 billion for the Education Department in fiscal 1986—about $500 million below the agency's final 1985 budget. Mr. Reagan is expected to sign the bill, HR 3424, which allocates more than $100 billion for the departments of Labor, Health and Human Services, and Education. At right are the details of the education budget.

Footnotes for the U.S. Education Department Budget

1 Note: The 1986 continuing resolution provides that the Education Department shall operate at the 1985 appropriation level except for Indian education, which shall operate at the lower of the 1985 appropriation level or the House 1986 allowance.
2 The appropriation is in the Interior bill.
3 1986 Senate bill represents committee action.
4 1986 conference action shown is the 1986 Senate level; conference action has not yet occurred.
5 Excludes $65,000 thousand necessary to cover Pell grants costs for academic year 1985-86.
6 Adjusted for comparability. Excludes $1,500 thousand for data-processing services, which is transferred to Salaries and Expenses in 1986.
7 Does not reflect re-estimate from midsession review of $3,105,460 thousand for Guaranteed Student Loans.
8 Does not reflect reductions required by Section 515 of the Treasury-Postal Service Appropriations Act, 1985.
9 Does not reflect re-estimate from midsession review of $86,104 thousand.
10 Does not reflect re-estimate from midsession review of $3,103,460 thousand for Guaranteed Student Loans and $86,104 thousand for Salaries and Expenses.
11 Note: Because some higher-education and other Education Department programs have been omitted, the total does not exactly reflect the line items in this table.

Source: Education Department.

House Votes Extension of Higher-Education Laws

Continued from Page 1

education now support grants and loans for students.

The bill would also create new programs or modify existing ones to benefit nontraditional, minority, and disadvantaged students, including a new $110-million program to strengthen historically black colleges and universities, and $45.7-million for institutions that serve the highest percentage of black, Native American, Alaskan, Hawaiian, or Pacific Basin students.

Major Themes

The bill is a product of the House Education and Labor Committee and its postsecondary education subcommittee, both of which have traditionally been friendly to the education community.

The Education Department did not participate in committee hearings, having announced this past September that it would wait until Mr. Reagan submitted his fiscal 1987 budget in January to suggest changes in the act.

According to the committee report, the House bill attempts to target aid to the neediest students, lessen their debt load, and provide for better collection mechanisms to reduce loan-default rates.

"It's not a shrinking of the federal role by any means," said Peter J. Gossens, the director of governmental relations for the National Association of Independent Colleges and Universities, "but it's not the expansion of the federal role that previous reauthorizations have been."

The House amended the committee bill only slightly, beating back an amendment offered by Representative Steve Bartlett, Republican of Texas, that would have frozen appropriations at current levels for all but the student-aid programs.

Senate Action Pending

The Senate, however, is not expected to treat higher education so kindly.

"The Senate is going to do some vastly different things," said Becky Timmons, a governmental-relations specialist with the American Council on Education. "They're going to write a very lean bill."

She added, however, that while it is "not clear if the Republicans will make exceptions for any previously nonfunded programs, if they do, it will be for the teacher-education programs."

The Senate is scheduled to begin markup of a bill on Dec. 12, but is not expected to approve a package until next spring.

The act must be extended by Sept. 30, 1986, or it expires.

Major Provisions

Major provisions of the House bill include:

• **Student Eligibility:** The bill requires all students who apply for Guaranteed Student Loans to submit to a needs-analysis test, regardless of their family's income. The current law exempts students whose families earn less than $30,000 from such a test.

It also establishes a single needs-analysis test for all federal student-aid programs except the State Student Incentive Grant Program. The test is based primarily on the method now used to determine need for the three campus-based programs.

Under the bill, students who attend college less than half time would gain eligibility for all federal loan programs except the G.S.L., but only students 23 years old or older would be able to declare themselves financially independent of their families.

The bill also requires that all students demonstrate their eligibility for Pell grants in order to be eligible for National Direct Student Loans.

• **Grant and Loan Limits:** The bill raises the maximum award for Pell grants from $2,100 to $2,300 in fiscal 1987, and by an additional $200 for each year of the reauthorization. In addition, it limits a student's grant to no more than 60 percent of the cost of attending school in a given year.

But the bill also raises the amount that many students can borrow. Juniors and seniors, for example, could apply for a $5,000 G.S.L., which is twice the current ceiling on such loans.

The bill raises the maximum Supplemental Educational Opportunity Grant from $2,000 to $4,000 in fiscal 1987; the maximum State Student Incentive Grant from $2,000 to

Continued on Following Page

DATABANK

Proposed 1986 Education Budget

	FY 1985 Enacted	FY 1986 President's Amended Request	FY 1986 House Bill	FY 1986 Senate Bill	FY 1986 Conference
			(in thousands)		
COMPENSATORY EDUCATION FOR THE DISADVANTAGED					
Grants for the Disadvantaged (Chapter 1):					
Basic grants:					
Grants to local education agencies	$3,200,000	$3,200,000	$3,200,000	$3,200,000	$3,200,000
State agency programs:					
Migrant	264,524	222,976	264,524	264,524	264,524
Handicapped	150,170	150,170	150,170	150,170	150,170
Neglected and delinquent	32,616	32,616	32,616	32,616	32,616
State administration	35,607	35,607	35,607	35,607	35,607
Evaluation and technical assistance	5,246	5,246	5,246	5,246	5,246
Total, Chapter 1	**3,688,163**	**3,646,615**	**3,688,163**	**3,688,163**	**3,688,163**
Migrant education:					
High School equivalency program	6,300	—	6,300	6,300	6,300
College assistance migrant program	1,200	—	1,200	1,200	1,200
TOTAL, compensatory education programs	**3,695,663**	**3,646,615**	**3,695,663**	**3,695,663**[1]	**3,695,663**
IMPACT AID					
Maintenance and operations					
Payments for 'a' children	513,000	513,000	513,000	513,000	513,000
Payments for 'b' children	130,000	—	130,000	79,000	130,000
Special provisions	22,000	20,000	22,000	20,000	22,000
Disaster assistance	10,000	10,000	10,000	10,000	10,000
Construction	20,000	—	20,000	10,000	20,000
TOTAL, impact aid	695,000	543,000	695,000	632,000	695,000
SPECIAL PROGRAMS					
Improving School Programs (Chapter 2):					
State block grants	500,000	500,000	500,000	500,000	500,000
Secretary's discretionary fund:					
Inexpensive book distribution	7,000	7,000	7,000	7,000	7,000
Arts in education	3,157	3,157	3,157	3,157	3,157
Alcohol and drug abuse education	3,000	3,000	3,000	3,000	3,000
Law-related education	2,000	2,000	2,000	2,000	2,000
Other discretionary programs	16,752	16,752	16,752	16,752	16,752
Total, Chapter 2	**531,909**	**531,909**	**531,909**	**531,909**	**531,909**
Science and mathematics education:					
State grants	90,100	90,100	—	81,090	45,050
Secretary's discretionary fund	9,900	9,900	—	8,910	4,950
Excellence in education	5,000	—	5,000	2,500	2,500
Magnet schools assistance	75,000	—	75,000	75,000	75,000
Women's educational equity	6,000	—	6,000	6,000	6,000
Training and advisory services	24,000	16,000	24,000	24,000	24,000
General assistance for the Virgin Islands	2,700	—	2,700	5,000	5,000
Territorial teacher training	2,000	—	2,000	2,000	2,000
Ellender fellowships	1,500	—	1,500	1,700	1,700
Follow through	10,000	—	7,500	7,500	7,500
Leadership in educational administration	—	—	—	10,000	7,500
TOTAL, special programs	**758,109**	**647,909**	**655,609**	**755,609**	**713,109**
INDIAN EDUCATION					
Payments to local educational agencies (LEA's) and non-LEA's	50,323	50,323	50,323	50,323	50,323
Special programs for Indian students	11,760	11,760	12,000	11,760	11,760
Special programs for Indian adults	2,940	2,940	3,000	2,940	2,940
Program administration					
Salaries and expenses	2,156	2,110	2,110	2,110	2,110
National advisory council	225	223	223	223	223
TOTAL, Indian education	67,404[2]	67,356	67,656[2]	67,356[3]	67,356[4]
BILINGUAL EDUCATION					
Bilingual education:					
Bilingual programs	95,099	104,165	95,099	100,000	95,099
Support services	10,600	11,100	10,600	11,000	10,600
Training grants	33,566	24,000	33,566	28,300	33,566
Bilingual vocational training	3,686	3,686	3,686	3,700	3,686
Emergency immigrant education	30,000	—	30,000	—	30,000
TOTAL, bilingual education	**172,931**	**142,951**	**172,951**	**143,000**	**172,951**
EDUCATION FOR THE HANDICAPPED					
State grants:					
State grant program	1,135,145	1,135,145	1,135,145	1,215,550	1,215,550
Preschool incentive grants	29,000	29,000	29,000	30,000	30,000
Special-purpose funds:					
Deaf-blind centers	15,000	12,000	15,000	15,000	15,000
Severely handicapped projects	4,300	4,300	4,300	5,000	5,000
Early-childhood education	22,500	22,500	22,500	24,000	24,000
Secondary and transitional services	6,330	6,330	6,330	6,600	6,600
Postsecondary programs	5,300	5,300	5,300	5,500	5,500
Innovation and development	16,000	16,000	16,000	17,000	17,000
Media services and captioned films	16,500	16,500	16,500	17,500	17,500

	FY 1985 Enacted	FY 1986 President's Amended Request	FY 1986 House Bill	FY 1986 Senate Bill	FY 1986 Conference
			(in thousands)		
Regional resource centers	6,000	6,000	6,000	6,300	6,300
Recruitment and information	1,025	1,025	1,025	1,110	1,110
Special-education personnel development	61,000	50,000	61,000	64,000	64,000
Special studies	3,170	2,000	2,000	3,440	3,440
TOTAL, education for the handicapped	**1,321,270**	**1,306,100**	**1,320,100**	**1,411,000**	**1,411,000**
REHABILITATION SERVICES AND HANDICAPPED RESEARCH					
Basic state grants	1,100,000	1,100,000	1,100,000	1,190,000	1,190,000
Special purpose funds:					
Client assistance	8,300	8,300	8,300	8,700	8,700
Innovation and expansion	—	—	—	9,000	9,000
Service projects	33,516	28,300	32,000	40,000	40,000
Helen Keller National Center for Deaf-Blind Youths and Adults	4,200	4,200	4,200	4,300	4,300
Independent living	27,000	22,000	27,000	28,030	28,000
Training	22,000	15,000	22,000	27,000	27,000
National Institute of Handicapped Research	39,000	39,000	41,000	44,000	44,000
Evaluation	2,000	600	600	2,000	2,000
TOTAL, rehabilitation services and handicapped research	**1,234,016**	**1,216,400**	**1,235,300**	**1,362,200**	**1,362,000**
VOCATIONAL AND ADULT EDUCATION					
Vocational education:					
State programs:					
Basic grants	784,503	716,136	782,503	782,203	782,381
Community-based organizations	—	—	—	15,000	7,500
Consumer and homemaker education	31,633	—	31,633	31,633	31,633
State councils	7,000	7,000	7,000	7,300	7,300
National programs:					
Research	5,935	6,178	—	—	7,700
Data systems	2,243	2,000	—	—	2,300
Permanent appropriation	7,148	7,148	7,148	7,148	7,148
Adult education:					
Grants to states	101,963	100,000	101,963	100,000	101,963
TOTAL, vocational and adult education	**940,425**	**838,462**	**940,425**	**953,462**	**947,925**
STUDENT FINANCIAL ASSISTANCE					
Pell grants:					
Academic-year program	3,612,000[5]	2,891,000	3,612,000	3,539,000	3,566,000
Shortfall, 1983	250,000	—	—	—	—
Supplemental educational opportunity grants	412,500	—	412,500	412,500	412,500
Work-study	592,500	659,000	592,500	592,500	592,500
Direct loans:					
Federal capital contribution	192,482	—	189,482	190,000	190,000
Teacher cancellations	25,000	28,000	26,000	28,000	28,000
State student incentive grants	76,000	—	76,000	76,000	76,000
TOTAL, student financial assistance	**5,160,482**	**3,578,000**	**4,710,482**	**4,837,000**	**4,897,000**
GUARANTEED STUDENT LOANS					
Guaranteed student loans	3,077,977[6]	2,714,482[7]	2,714,482	3,300,000	3,300,000
Supplemental for 1985 costs	206,534	—	—	—	—
Supplemental for 1984 costs	513,812	—	—	—	—
TOTAL, guaranteed student loans	**3,798,323[6]**	**2,714,482[7]**	**2,714,482**	**3,300,000**	**3,300,000**
EDUCATIONAL RESEARCH AND STATISTICS					
National Institute of Education	51,231	51,231	51,231	51,231	51,231
National Center for Educational Statistics	8,747	8,747	8,747	8,747	8,747
TOTAL, educational research and statistics	**59,978**	**59,978**	**59,978**	**59,978**	**59,978**
LIBRARIES					
Public-library services	75,000	—	75,000	75,000	75,000
Public-library construction	25,000	—	23,680	25,000	25,000
Inter-library cooperation	18,000	—	18,000	18,000	18,000
Library literacy programs	—	—	—	5,000	5,000
Training and demonstrations:					
Library career training	640	—	640	640	640
Library research and demonstrations	360	—	360	360	360
Research libraries	6,000	—	6,000	6,000	6,000
TOTAL, libraries	**125,000**	**—**	**123,680**	**130,000**	**130,000**
SALARIES AND EXPENSES					
Postsecondary education	82,088[8]	79,564	—	—	79,564
Other education programs	601,100[8]	58,658	—	—	58,658
Executive direction	100,487[8]	85,935[9]	—	—	87,645
Undistributed salaries and expenses	—	—	224,157	225,867	—
TOTAL, salaries and expenses	**242,675[8]**	**224,157**	**224,157**	**225,867**	**225,867**
OFFICE FOR CIVIL RIGHTS					
Office for civil rights	45,000[8]	44,181	44,181	45,000	44,500
OFFICE OF THE INSPECTOR GENERAL					
Office of the inspector general	15,812	15,281	15,281	15,312	15,312
EDUCATION AND RESEARCH OVERSEAS					
Rehabilitation research	—	—	—	—	—
Education activities overseas	—	—	—	—	—
TOTAL, education and research overseas	**—**	**—**	**—**	**—**	**—**
TOTAL, DEPARTMENT OF EDUCATION[11]	**15,978,624**	**15,551,858[12]**	**17,601,619**	**18,347,629[1]**	**18,469,715**

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$3,000; and the maximum National Direct Student Loan from $3,000 to $5,000 for freshmen and sophomores, and from $6,000 to $10,000 for juniors and seniors.

It also permits schools to use up to 25 percent of their College Work Study funds for student employment in the private sector, and raises their matching requirement under this program from 20 percent to 25 percent in 1989, and to 30 percent in 1990.

• **Repayment:** The bill extends the grace period for loan repayment from six to nine months. For students who teach in elementary or secondary schools, the grace period is extended to three years. (The committee had approved a grace period for teachers of five years, but it was amended on the House floor.)

Students with debts that exceed $7,500 would be able to consolidate their loans under the terms of the bill, but the interest rate on G.S.L.'s would be raised in the fifth year of repayment from 8 to 10 percent.

• **Minorities:** The bill provides $20 million in 1987 to encourage minorities to enter graduate school.

It also authorizes $12 million in 1987 for three science-improvement programs—two of which are new—targeted for minority students.

The new programs would provide support services for minority students in science and engineering programs at colleges with at least 10 percent minority enrollment, and would help institutions reduce barriers to the entry of minorities into scientific and technical fields.

• **Continuing Education:** In a wholesale revision of Title I of the act, the reauthorization bill would provide $30 million for a new four-year grant program for institutions to develop programs for nontraditional students. It would also provide funds to establish support and counseling services for such students.

• **Libraries:** The act directs all funds for libraries to those colleges that need special help to build their collections.

Nearly a dozen programs designed to improve the recruitment, retention, and training of teachers are included in the bill. Many had been submitted to the House earlier as individual bills. Some were previously authorized, but under different statutes.

According to the committee bill, the programs are intended to "move toward a long-term linkage between the higher-education community and the local elementary and secondary schools, their teachers, and their students in K through 12 classrooms."

The major teacher-education initiatives include:

• **Funds to Institutions:** The bill lifts a restriction that funds for teacher training can be granted only to colleges with existing education departments.

It permits community and technical colleges, which typically are not fully accredited in teacher education, to receive such funds if they establish consortia with accredited four-year institutions.

• **Midcareer Teacher Training:** An amended version of HR 2805—a bill submitted by Representative Rod Chandler, Republican of Washington, that would provide grants to schools with education departments to train midcareer, nontraditional students with college degrees to become teachers—was included in the reauthorization. The measure is authorized for four years at a funding level of $4 million.

The House bill directs the secretary of education to choose one school a year from each of 10 regions for these "demonstration projects." HR 2805 would have limited the program to individuals preparing to teach mathematics and science.

• **School-Partnership Programs:** The bill authorizes the secretary of education to make grants to universities and high schools that form partnerships with business, labor, industry, and other groups, to address the dropout problem.

Based on HR 2557, introduced by Representative Mervyn Dymally, Democrat of California, this program has been authorized at $20 million, and would begin in 1987.

It would operate year round, with 65 percent of the funds spent during the school year. Preference would be given to programs for "at-risk" students.

• **Teacher Academy Demonstration Projects:** A program designed to determine whether an extra year of preservice work would help prepare new teachers for the classroom is included in the bill. In fiscal 1987, $7.5 million is authorized for such projects; it directs the secretary of education to make grants to schools of education in conjunction with one or more school districts.

• **Professional-Development and Leadership Programs:** A modified version of HR 1352, submitted by Representative William D. Ford, Democrat of Michigan, this program authorizes the secretary to make $20 million in grants to local education agencies for professional-development resource centers for teachers.

The program, phased out in the omnibus 1981 budget-reconciliation measure, was funded at $13 million in 1980. It funds year-round development programs and activities designed by teachers.

The reauthorization bill requires the secretary to fund one new program a year in each state. It also transfers authorization of the Leadership in Education and Administrative Development Program—which was approved by the 98th Congress—to the Higher Education Act. Authorized for 1987 at $20 million, it funds centers for principals, superintendents, and other school administrators.

• **Teacher Scholarships and Fellowships:** The Carl D. Perkins Scholarship program is also transferred to the act and renamed the Congressional Teacher Scholarship Program. Enacted by the 98th Congress, the program is authorized at $20 million for 1987.

Also transferred is the National Talented Teacher Fellowship program, authorized at $2 million.

• **Research, Assessment, and Planning:** The bill encourages the Education Department to make a greater effort in research and data collection. It directs the secretary to annually assess current and future teacher supply-and-demand patterns, with particular attention to the effect of state competency tests on minorities.

It also directs the department to gather information on new and emerging specialties and technologies, academic subjects, and occupational areas requiring vocational training.

It would require every state education agency to establish a task force on teacher training before it could be eligible for teacher-education funding under the act.